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ABSTRACT

This module on nutrition is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. The module contains the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. The module covers assisting with nutrition. (YLB)

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HEALTH OCCUPATIONS EDUCATION I

MODULE NO. VIII-A

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ASSISTING WITH NUTRITION

INTRODUCTION

Nutrition is the process by which the body uses foods for growth, repair, and maintenance of health. When a patient is ill, he/she may not want to eat or may not be able to tolerate foods once enjoyed while healthy. It is important that a sick person eat a diet that supplies the nutrients necessary for achieving good health.

In this module you will learn how to assist a patient with a menu tray and/or feed the patient that needs assistance. This module will also include feeding the infant and distributing water.

DIRECTIONS

In order to complete this module you will need a wash basin, soap, washcloth, towel, food tray, diet lists, baby bottle, assignment sheet, prescribed formulas, drinking supplies, i.e., pitcher, glasses, straw, ice.

Before you start to work on this module, be sure you have completed the module entitled "Washing Hands."

Read the objective below. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or,

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Given a wash basin and supplies, a food tray which is marked with the patient's name and room number, and a diet list, serve food to patient. The patient's face and hands must be washed. The food must be served without spilling, and the patient assisted when appropriate.

Given a wash basin and supplies, diet list, and a food tray which is marked with patient's name and room number, serve food and feed an adult patient. The following criteria must be met:

1. Patient's face and hands are washed.
2. Correct food tray is fed to the patient.
3. Patient is fed without spilling food.
4. Solids and liquids are alternated.

Given an assignment sheet and infant, feed the infant. The following criteria must be met:

1. The infant must be held securely.
2. The prescribed formula must be fed.
3. The infant must be positioned in crib to prevent aspiration.

Given drinking supplies and water, plus instructions regarding fluid available to patient, distribute drinking water. Water must be distributed to appropriate patients and intake recorded when necessary.

LEARNING ACTIVITIES

1. READ about Assisting with Nutrition in your text, Nursing Skills for Allied Health Services, pages 329 - 342,

   (and/or) _____

2. VIEW the Trainex filmstrip, "Feeding the Patient",

   (and/or) _____

3. COMPLETE Student Self-Check, Terminology.

4. PRACTICE having another student feed you a meal. Try eating half lying down and the remainder of your meal sitting up. Close your eyes for two or three minutes while you are being fed. Ask the student to describe the food to you,

   (and/or) _____

5. REVERSE the procedure, and feed a classmate,

   (and/or) _____

6. PRACTICE holding an infant mannequin for bottle feeding. Also practice holding the infant for burping,

   (and/or) _____

7. READ Student Information Sheet, DISTRIBUTING WATER,

   (and/or) _____

8. FIND out what method of distributing water your health care facilities use.

9. COMPLETE Student Self-Check, ASSISTING WITH NUTRITION.

10. COMPLETE Post-test on page 344 of your text, Nursing Skills for Allied Health Services,

    (and/or) _____

11. ARRANGE with your evaluator to complete the module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Read each definition and match it to the appropriate term. Using the word search puzzle following the terms and definitions, circle each term. Terms may appear horizontally, vertically, diagonally, forward, or backward.

Definitions:

1. Treatment diet
2. Diet restricted in salt
3. Diet prescribed for patients that may or may not be on insulin
4. Normal diet for the healthy person
5. Served in the form of gingerale, gelatin, coffee or tea
6. Liquids or strained semi-liquid foods
7. Excludes fried foods, very cold, or highly seasoned foods
8. Easily digested, intermediate diet
9. A group of foods that provides a good source for calcium, protein, and fats
10. Required for growth or repair of body tissues
11. Branch of science that deals with food requirements
12. Chemical substances that aid in body metabolism
13. Difficulty in swallowing
14. Food substances that provide heat and long lasting energy
15. Foodstuffs with high starch and sugar content
16. Fats
17. Type of milk given to infants
18. When milk or water is sucked into the lungs
19. Seeds of grasses such as rice, rye, or oats

Terms:

a. Low sodium
b. Dysphagia
c. Formula
d. Therapeutic
e. Diabetic
f. Milk
g. Protein
h. Nutrition
i. Cereals
j. Fats
k. Full liquid
l. Aspirate
m. Carbohydrates
n. Regular
o. Bland
p. Clear
q. Soft
r. Lipids
s. Vitamins

STUDENT SELF-CHECK

Terminology

T A B N U T R I T I O N L
C H R D F H J L N O Q E I
F A E X A H B G C F R D P
U Z G R F R A E L C S J I
L Y U W A I V U T I K M D
L B L N T P Z Y L T F O S
L J A P S N E X O E P Q N
I C R W Q H R U W B X Y I
Q K M S T U G V T A R S M
U D O L O W S O D I U M A
I L P R O T E I N D C I T
D Y S P H A G I A T U L I
F E D F O R M U L A V K V
G S L A E R E C B Z A B E
S E T A R D Y H O B R A C
H I A S P I R A T E B C F

STUDENT INFORMATION

Distributing Water

Water is vital to the body processes and to life itself. During illness, abnormal amounts of fluids are lost by drainages, wounds that seep fluid, and vomiting. The fluids must be replaced. The fluids that the patient takes in are important.

Patients should have fresh drinking water available to them at all times, except when there are specific doctor's orders prohibiting it. In some health facilities the responsibility of distributing water to patients is handled by a nursing staff member while dietary services personnel may be responsible for it in other institutions. It is a very important procedure. Here are the steps of distributing water:

1. Wash your hands thoroughly before collecting pitchers.

2. Note patients with special requirements such as:

   a. those who cannot have fluids.
   b. those who can have limited fluids.
   c. those who cannot have ice water.

3. Fill water pitchers in accordance with instructions at your health care facility.

4. Pitchers should be clearly marked with the patient's name and room number. Some glass pitchers must be sterilized after each use, while some are disposable and left at the bedside.

5. Use a cart to collect pitchers and glasses from the patient's bedside. Take cart to the unit kitchen (or as instructed) where pitchers are filled half full with ice, using a scoop. Pitchers are then filled with water and returned to the cart.

   or

   Take a cart with a bucket of ice on it. At each patient's room leave cart outside room door. Get pitcher and take to cart to fill with ice and water, then return pitcher to patient's bedside.

6. Take clean glasses and paper straws, if required, and place on small tray provided at bedside.

7. Record amount of fluid given to patient on intake and output chart.

STUDENT SELF-CHECK

Assisting with Nutrition

Read each question and answer with the correct phrase. Record your responses on a separate sheet of paper. Check your answers with the key.

1. What are two things you must do to prepare a patient to receive a tray?

2. Before serving a patient his or her tray, what two procedures are done to insure that you are getting the right diet to the correct patient?

3. What are three observations you should make while feeding a patient?

4. How would you check the temperature of formula in a bottle before giving it to an infant?

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, ASSISTING WITH NUTRITION.

Given a wash basin and supplies, a food tray which is marked with the patient's name and room number, and a diet list, serve food to patient.

Given a wash basin and supplies, diet list and a food tray which is marked with the patient's name and room number, serve food and feed an adult patient.

Given an assignment sheet and infant, feed the infant.

Given drinking supplies and water, plus instructions regarding fluid available to patients, distribute drinking water.

LAP

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of assisting with nutrition.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

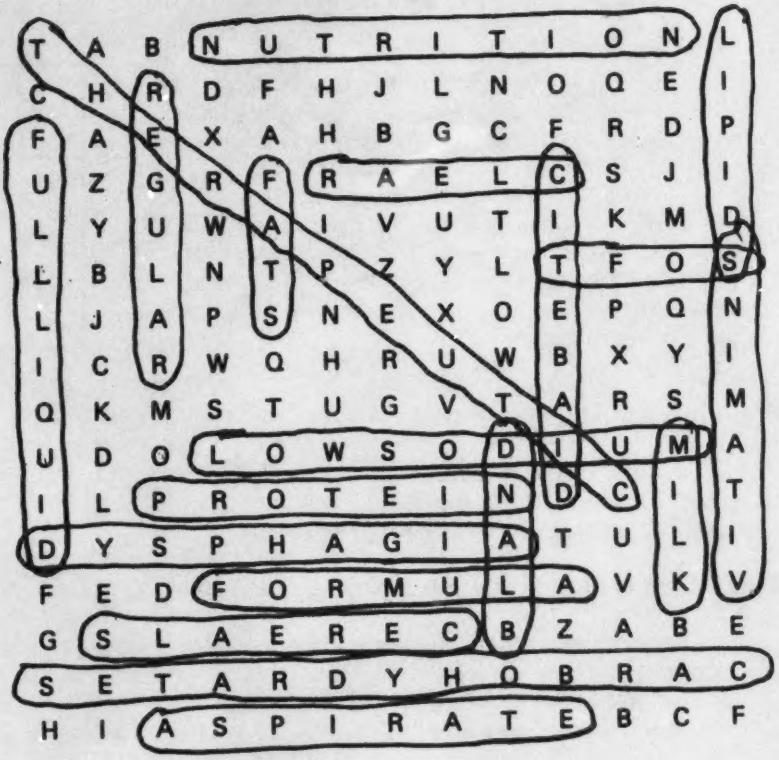
Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When serving food to a patient:				
a. the patient's face and hands were washed.	[ ]	[ ]	[ ]	[ ]
b. food was served without spilling.	[ ]	[ ]	[ ]	[ ]
c. patient was assisted when appropriate.	[ ]	[ ]	[ ]	[ ]
2. When serving food to a patient and feeding a patient:				
a. the patient's face and hands were washed.	[ ]	[ ]	[ ]	[ ]
b. correct food tray was fed to the patient.	[ ]	[ ]	[ ]	[ ]
c. patient was fed without spilling of food.	[ ]	[ ]	[ ]	[ ]
d. solids and liquids were alternated.	[ ]	[ ]	[ ]	[ ]
3. When feeding the infant a bottle:				
a. the infant was held securely.	[ ]	[ ]	[ ]	[ ]
b. the prescribed formula was fed.	[ ]	[ ]	[ ]	[ ]
c. the infant was positioned in crib to prevent aspiration.	[ ]	[ ]	[ ]	[ ]
4. When distributing drinking water:				
a. the water was distributed to the appropriate patients.	[ ]	[ ]	[ ]	[ ]
b. intake was recorded when necessary.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. D
2. A
3. E
4. N
5. P
6. K
7. O
8. Q
9. F
10. G
11. H
12. S
13. B
14. J
15. M
16. R
17. C
18. L
19. I


T A B N U T R I T I O N L
C H R D F H J L N O Q E I
F A E X A H B G C F R D P
U Z G R F R A E L C S J I
L Y U W A I V U T I K M D
L B L N T P Z Y L T F O S
L J A P S N E X O E P Q N
I C R W Q H R U W B X Y I
Q K M S T U G V T A R S M
U D O L O W S O D I U M A
I L P R O T E I N D C I T
D Y S P H A G I A T U L I
F E D F O R M U L A V K V
G S L A E R E C B Z A B E
S E T A R D Y H O B R A C
H I A S P I R A T E B C F

STUDENT SELF-CHECK KEY

Assisting with Nutrition

1. a. Provide for elimination
   b. Give mouth and hand care
   c. Position the patient
   d. Prepare the environment

2. a. Check the name and room number on the tray
   b. Check the patient's wrist band

3. a. How well patient ate
   b. What foods patient enjoyed or disliked
   c. Were there any pain or discomfort associated with eating
   d. Did patient become fatigued
   e. Were there any conditions that interfered with his/her ability to eat

4. Let a drop or two of milk fall from the nipple to the inner aspect of the wrist. If it fills warm, let it cool a few minutes.

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